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ABSTRACT

News items on the status and education of women are presented. Among the items pertaining to employment are the following: a survey of Harvard University graduates revealed that women had lower salaries and fewer professional responsibilities than the male graduates; and a Department of Labor report showed women college graduates are more likely to hold clerical positions, and less likely to have managerial status than their male colleagues. Publications pertaining to women's employment are briefly reviewed. Among the sexual harassment cases that are noted are the following: a case in which a professor sued five women who charged him with sexual harassment; and a ruling by the U.S. Court of Appeals at Washington, D.C., that permits a woman to sue her employer to stop sexual harassment on the job without having to prove that she resisted and lost her job as a result. Among the other types of court cases are: the quality-of-pension issues; the question of whether Title IX covers employment practices; pregnancy benefits; and tenure. Federal support for women's education, a new approach to affirmative action proposed by the U.S. Commission on Civil Rights, sex discrimination in sports cases, information on women in nontraditional careers, and women's studies programs are also covered. Developments in the education and status of women in other countries, concerns pertaining to minority group women, grants and scholarships for women and minorities, and bibliographies and publications are examined. An editorial on educational equity as affected by consolidation and budget cuts is also presented. (SW)

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ON CAMPUS WITH WOMEN

Number 30 • Spring 1981

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EMPLOYMENT

Harvard Graduate Degrees Not Worth As Much For Women

Seven years after receiving graduate degrees from HARVARD UNIVERSITY (MA), women had lower salaries and fewer professional responsibilities than the men with whom they graduated. Seven graduate schools were surveyed. Among the findings:

- Of those graduating from the Graduate School of Arts and Sciences (GSAS), 40 percent of the men and 38 percent of the women were on a tenure track on their first job; seven years following graduation, in 1979, 11 percent more men than women held full-time faculty status.
more men than women held full-time faculty status.
- Among law school graduates employed in private business, 25 percent of the men but only one percent of the women were partners in law firms.
- In both government and private business, male GSAS graduates earned a higher average salary than female graduates, with salaries significantly higher for males in the business sector.
- Among graduates of the School of Public Health, the male graduate's average salary was $37,800 as contrasted with $21,300 for female graduates.
- Unemployment claimed 17 percent of the female but only 9 percent of the male graduates of the School of Education, 12 percent of the female and only 3 percent of the male graduates of GSAS.
- Of the 13 School of Education graduates who were headmasters or principals, 10 were men; all 6 graduates holding superintendent positions were male, and the one president of an educational institution was male. Average salaries of School of Education graduates were $26,150 for men, $18,700 for women.
- Male graduates from all 7 schools were more likely than women to have children; however, women spent a greater proportion of time than men on children and household tasks.

The report appears in the January 1981 issue of *Second Century. Radcliffe News*, published by RADCLIFFE COLLEGE (MA).

College Education Not as Helpful to Women in Getting Better Jobs

A newly released Department of Labor report shows women college graduates more likely to hold clerical positions, and less likely to have managerial status than their male colleagues. March 1980 saw 15 percent of the nearly 6 million women college graduates in the labor force doing clerical work as contrasted with about 5 percent of the 10.7 million male graduates. While women outnumbered men in the professional-technical work category by 64 percent to 50.5 percent, a higher percentage of men (25.5 percent) than women (10.8 percent) held managerial and administrative posts. Findings suggest a woman's likelihood of holding an administrative position bore little relationship to her level of education. For a free copy of news release #81-17, entitled "More College Graduates in the Labor Force," January 21, 1981, write the U.S. Department of Labor, Bureau of Labor Statistics, GAO Bldg., 441 G St., NW, Rm. 1539, Washington, DC 20212.

Ford Increases Grants for Women's Activities

A recently published Ford Foundation position paper, *Women in the World*, reports that although women have made gains in the last decade, compared with men they still are underpaid and suffer high unemployment, lack equality in education and training, and face cultural obstacles that limit their full participation in society.

The report discusses the consequences of sex discrimination including the education and training of women for economic roles, and notes that:

- Females' access to and participation in education and training is more limited than males';
- Educational materials, teachers' behavior, administrative practices and research convey limited and otherwise distorted images of what women are and can be; and
- Sex discrimination pervades the staffing of educational institutions.

The report also announces the expansion of foundation program activity to alleviate such limitations, and the more than doubling of its grant-making for women's activities—from $4 million to $9 million a year. Foundation president Franklin A. Thomas underscores the foundation's resolve "that our concern for persons who suffer discrimination, whether it is based on race

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EDITORIAL

Educational Equity: Threatened by Consolidation and Budget Cuts

Several of the new administration's proposed activities will severely affect educational equity for women and girls. President Reagan has asked the Congress to "consolidate" a variety of targeted educational programs into block grants for the states. This would eliminate any required funding of programs designed to help institutions cope with the elimination of sex discrimination and sex stereotyping in education.

Among the programs to be consolidated is the Women's Educational Equity Act (WEEA) which was enacted by Congress in 1974. The Act is national in scope and awards grants and contracts to educational institutions at all levels, as well as to non-profit organizations and individuals. The major thrust of the program has been the development and dissemination of *model* programs and tools which can be used across the country to bring about educational equity in schools and colleges. WEEA-funded materials are now available and ready for use. They include training modules for administrators, teachers and counselors; career counseling materials; classroom films and audio-visual aids; curriculum materials and other model programs such as those which assist women in nontraditional vocational education programs. Current areas of interest include projects to meet the special needs of racial and ethnic minority females, disabled females and re-entry women.

Re-authorized by Congress in 1978, WEEA's scope of activity was expanded to include assisting educational institutions to comply with Title IX in order to provide equitable educational opportunities to both sexes. These activities are directed exclusively at local community areas and need not have an impact beyond that local area. These activities would be supported only when funding exceeded $15 million. (WEEA's current budget is $10 million.)

WEEA also established the National Advisory Council on Women's Educational Programs, a presidentially-appointed body which advises the Secretary of Education on the improvement of educational equity for women and girls, evaluates the administration of the Act, and reports to the President and Congress. The Council has published numerous reports on various issues such as the education of rural women; sexual harassment in colleges and universities; educational needs of displaced homemakers, single mothers and older women; vocational education; women's studies; and Title IX.

The consolidation of targeted programs into block grants for elementary and secondary schools includes the repeal of WEEA. The states would be able to spend money on educational equity but there is no requirement whatsoever that they do so.

If WEEA is included in the consolidation program, the following will occur:

- Funds for educational equity are not likely to be granted by State education agencies; educational equity is likely to get lost in the shuffle if it has to compete with powerful local constituencies for funds.
- Even if funds are granted by states, there will be no *national* program. There will be no development of models which could be used by others. Grants will have no impact beyond their immediate site.
- States are not equipped to provide the development and national dissemination of materials now supported by the federal government. It would be wasteful for each state to develop materials for itself, since each state would then have to re-invent the wheel.
- Few grants, if any, will be available for higher education. (The funds for consolidation go to State education agencies which allocate money to elementary and secondary schools, and are often prohibited from giving funds to post-secondary institutions.)
- Similarly, no grants will be available to non-profit organizations.
- The National Advisory Council on Women's Educational Programs will be abolished.

Also scheduled for consolidation and repeal is Title IV of the Civil Rights Act of 1964 which offers technical assistance and expertise to educators and administrators to implement practices and policies designed to eliminate discrimination based on sex, race or national origin. Expert help includes grants to ten regional centers focusing on sex equity, and 12 university-based training centers for school administrators and teachers specializing in overcoming sex discrimination. WEEA and Title IV are the only federal programs with a financial commitment to help schools or colleges end sex discrimination.

A Partial List of Budget Cuts and Other Dissolutions Which Hurt Women's Programs

Both *WEEA* and *Title IV* programs face 25 percent budget rescissions for fiscal year 1981, i.e., money previously appropriated is being cut back. WEEA would in all likelihood be unable to award *any new grants,* although some funds will be available for continuation grants. Women's organizations around the country are asking women to contact Congressional members and urge that WEEA and Title IV be removed from the consolidation package and that the budget rescission be eliminated. Without WEEA and Tile IV, schools and colleges will have no place to go for help in ending sex discrimination.

Other programs of particular interest to women will either be phased out or cut back, including the following:

- National Institute of Education (NIE) will lose $23 million in fiscal year 1982—cutting research funding to the bone, with no new research projects likely to be funded. The Social Process/Women's Research Team the only NIE group that primarily supports and plans for research related to sex equity, has been dissolved, although plans call for women's issues to be "mainstreamed" within the agency;
- National Science Foundation (NSF) will lose $82 million for fiscal year 1981. Many of the projects and programs of interest to women, including the Women In Science Program, are likely to be cut back or eliminated. For fiscal year 1982 all science education programs will be cut; and
- Comprehensive Employment and Training Act (CETA), which provides public service employment for the "hard-to-employ" aimed at imparting transferable job skills, and, by so doing, provides services such as child care, rape crisis centers, and shelters for victims of domestic violence in communities where none of these services exist, faces partial if not complete elimination under the Reagan Administration plan. Many campuses have used CETA funding for staffing of programs dealing with women, such as services for displaced homemakers.

Enforcement Changes

The Title IX regulation is currently under review by the Department of Education. Legislation may also be introduced to the Congress to weaken coverage. Most likely targets are cutbacks in the scope of coverage:

- elimination from Title IX coverage of those institutions whose only federal financial assistance is through student aid;
- restricting coverage of Title IX only to those programs which receive direct federal assistance. Activities such as athletics, extra-curricular activities and classes which received no direct funding would no longer be covered; and
- restricting or eliminating coverage of athletics.

Enforcement agencies are also slated for cuts:

- Office for Civil Rights (OCR) at the Education Department, responsible for enforcement of Title IX, Title VI and Section 504 of the Rehabilitation Act of 1973, remains untouched by

the administration's planned budget cutbacks this year. However, the agency, which investigates complaints of discrimination, will lose 75 full-time positions for fiscal year 1982, leaving a staff total of 1,070;

- **Office for Federal Contract Compliance Programs (OFCCP) at the Department of Labor, which requires all federal contractors, including higher education institutions, to have affirmative action plans, will lose $4.7 million for fiscal year 1981, and will see 75 full-time positions disappear by the close of fiscal year 1982, which will result in a reduction of compliance reviews for 1981. The Executive Order is being reviewed and major revisions are expected; and**
- **Equal Employment Opportunity Commission which enforces Title VII (which prohibits employment discrimination) will lose a proposed $20 million in budget cuts with a staff loss of 10 percent.**

• • •

Additional cuts are proposed, as well as the elimination of several programs designed to help women in employment and in other areas. The outlook is not good; nevertheless women's organizations are opposing these budget cuts and are seeking grassroot support in order to eliminate or minimize proposed changes. [For further information contact the Project on Equal Education Rights, 1112 13th St., NW, Washington, DC 20005.]

—Bernice Sandler and Donna Zubris

(continued from page 1)

or gender or both, permeates all our program activities."

Areas of new or expanded foundation program activity outlined in the report include: applying conflict resolution techniques to family conflicts such as child custody and visitation disputes; improving the status of women in occupations and professions where they are still underrepresented (theology, the sciences, and traditionally male blue-collar jobs, in particular); increasing women's participation in the arts; and enhancing the productive capacity of low-income women in Third World countries through skill training, cooperative production and marketing.

Single copies are available free from The Ford Foundation, Office of Reports , 320 E. 43rd St., New York, NY 10017.

Passing the Buck:
Campus Women Administrators Still Get Fewer Than Men

The annual study of administrators' salaries by the College and University Personnel Association showed women's pay to be lower in all fields but one, and at all types of institutions. The only administrative job at which the median salary was higher for women than for men was that of dean of nursing. The median salary for men exceeds that of women by over 100 percent in three administrative posts: 1) directors of student health services—a 164.5 percent disparity, with $43,000 for men, $16,257 for women, 2) deans of experimental programs—a 125 percent disparity, with $36,000 for men, $16,000 for women, and 3) chief health-professions officers—a 112.7 percent disparity, with $57,000 for men, $26,800 for women. Both male and female minority group members earn less than others in 4/5 of the job categories described.

Association members may order copies of the *1980-81 Administrative Compensation Survey Report* at $25, nonmembers at $75 by writing to the College and University Personnel Association, 11 Dupont Circle, Washington, DC 20036.

Comparative Data Sorely Missed

The omission of comparative listings of men's and women's salaries in institutions of higher education in the 1979-1980 AAUP (American Association of University Professors) *Bulletin* has led to charges of "backsliding" and the mounting of a campaign by the Women's Equity Action League (WEAL) to urge the organization to resume publication of the data by sex.

Background: AAUP annually publishes a summary of the annual report on average faculty salaries by rank for most higher education institutions. A decade ago, women members of the organization succeeded in convincing AAUP to obtain and publish the data by sex, thus demonstrating the disparity (generally close to $2,000) between men's and women's salaries in academe. This year's summary in the *Bulletin* omitted the data by sex, although it appears in supplementary tables available on request. The decision to omit the data from the summary report was made without the knowledge of the AAUP's committee on women's issues.

WEAL has urged individuals to write AAUP about the data omission and to request copies of the omitted tables comparing faculty salaries by sex.

Geologic Survey: Women Still in Lower Strata

A study on career patterns of women geoscientists in the Geologic Division of the U.S. Geological Survey shows that:

- as a group, women have been hired at lower grades than men with a comparable college degree;
- in 1978, both median and mean grades of women were 1 to 2 GS grades lower than those of the men with similar educational background;
- a lower percentage of women than men received promotions to administrative and management positions; and
- the salary gap between men and women was significant, with salaries lower by $4,400 for women hired before 1970, and by $3,400 for women hired from 1970 to 1978.

The report, *Career Patterns of Women Scientists in the Geologic Division of the U.S. Geological Survey, 1980,* may be obtained by sending a written request to Penny Hanshaw, Deputy Chief Geologist, 912 National Center, Reston, VA 22092.

Women Get Less,
Historically Speaking. . .

Despite some progress in the past decade, women historians still do not fare as well as their male counterparts, according to the American Historical Association's Committee of Women Historians' first major report on women historians in the past ten years.

The plusses: From a bare 10 percent of all historians hired in 1969, women historians represented, by 1979, 25 percent of all new hirings. A parallel increase was seen in women granted Ph. D.'s, from 10 percent in 1969 to 28 percent in 1978.

The minuses: Promotions were a different story. While one-third of men earning doctorates in history between 1970 and 1974 held full professorships by 1980, less than one-eighth of the women held similar positions. Of those earning Ph. D.'s between 1975 and 1978, only 9 percent of the women, as contrasted with 27 percent of the men, attained the post of associate professor with its chance of tenure. Dead-end jobs, with no hope of advancement, claimed less than 10 percent of the male history Ph. D.'s, but more than 30 percent of the females in 1980. In the same year, the average woman historian took home a salary lighter by $3,000 than her male counterpart.

A summary of the report is available upon request at $1 for postage and handling from the American Historical Association, Publications Department, 400 A St., SE, Washington, DC 20003.

Part-Time Faculty Wages Not Commensurate, Says AAUP Study

An American Association of University Professors (AAUP) national survey of part-time appointments at 40 two-year colleges showed wage and salary sex discrimination among part-time faculty at these institutions. Generally, all part-time faculty received compensation less than proportionate to that received by their full-time counterparts. Results also suggested that women in part-time academic positions who sought full-time employment could expect serious difficulties, particularly in light of the depressed labor market for academic employees across the board.

The findings of the 1977 survey are printed in the March 1980 issue of *Academe*, available from the AAUP, One Dupont Circle, NW, Suite 500, Washington, DC 20036.

Objection, Your Honor

A recent survey based on the responses of over 3,000 Canadian lawyers and law graduates demonstrates that becoming a lawyer doesn't guarantee a woman freedom from sex discrimination. The survey found that nearly 40 percent of women lawyers were asked objectionable questions at their job interviews, while, among male lawyers, only 10 percent reported being asked questions considered offensive. Questions touched on whether the women wouldn't prefer to stay at home and "be happy," whether the women were lesbians, their methods of birth control, and what they would do if pinched by the firm's "fattest, richest client."

(Now It's) All in the Family

She had a doctorate, her husband a master's degree. Both had been on the faculty about the same amount of time. Yet his earnings were always greater than hers. Associate Professor Carolyn Webb DeJong has won over $21,000 in back pay (the difference between her salary and her husband's from 1973-74 through 1980-81) from the UNIVERSITY OF WISCONSIN at River Falls. (Because state law limits back pay to two years before a complaint is filed, back payments were ordered starting with 1973, since DeJong filed her complaint in 1975.) The Equal Rights Division examiner ruling in the case also noted that pay differences between the sexes continue in the school's music department, with an average $6,000 disparity between salaries of male and female faculty members.

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College and University Personnel Association (CUPA)
National Association of College and University Attorneys (NACUA)
National Association of Independent Colleges and Universities (NAICU)

Prices and availability of resources are current at time of publication.

EMPLOYMENT RESOURCES

A "How-To" for the Ph.D. Job Hunt

In "Confessions of a Placement Officer: Job Hunting Strategies for Ph.D.'s", Thomas Q. Reefe garners the learnings of ten year's experience with the academic job market from both sides of the fence—early on, as a faculty job seeker, and now Associate Professor of History at the UNIVERSITY OF NORTH CAROLINA at Chapel Hill as well as graduate officer. His article covers the recruitment year, locating the openings, the phone sweep, decision to apply, application, preparing the *curriculum vitae*, the on-campus interview, the job offer, and junior and community colleges. He points out pertinent but often little-known items, i.e., costs to the candidate (typing, xeroxing, long distance calls, etc.) for the recruitment year may run as high as $400-$650, and teaching jobs may be suddenly available late in the summer just prior to the new academic year. Also included is a listing of names and addresses of professional organization publications containing employment sections, a model *curriculum vitae*, and suggested books for further reading. Single copies of *Women's Work*, Vol. VI, No. 6, November/December 1980, in which "Confessions of a Placement Officer" appeared may be obtained at $2.50 from Women's Work, Inc., 1302 18th St., NW, Suite 203, Washington, DC 20036.

Reduced Work Time Act Allows New Options

A new bill will allow California state employees to choose, within certain limits, to reduce the amount of time that they work, with a comparable reduction in pay. Requests for a shorter schedule, either in the form of shorter work weeks or shorter work years, will be possible under SB 1859, the Reduced Work Time Act. The landmark legislation may also serve as a model for other employers seeking a way to meet increasing demands from employees for new options in balancing work and personal lives.

Extending beyond the job-sharing or part-time work proposals of recent years, the bill offers a nearly limitless range of options. An additional week of vacation may be gained by forfeiting 2 percent of one's salary. A 5 percent decrease in pay could be traded for a three-day weekend once a month. At 20 percent, the employee could take off one day a week, one week a month for each of ten months, or take a ten-week leave. While negotiation with a supervisor is necessary, the law provides that employees can be neither coerced into reducing their time nor unreasonably denied the opportunity.

A 1978 survey by the California Department of Employment Development indicated that a significant number of employees wanted to work less in exchange for reduced incomes. Additional information on the bill is available by contacting Marian Honeycutt, State Personnel Board, 801 Capitol Mall, Sacramento, CA 95814.

Growing Trend: Job Sharing and Part-Time Employment

A Selected Bibliography on Job Sharing and Permanent Part-Time Employment lists some 170 publications on the subject, including books, government reports, and articles from journals, newspapers and magazines, culled from such various sources as the *Wall Street Journal, Money, Business and Society Review*, Senate subcommittee hearings and the *Grey Panther's Network*. The 14-page bibliography may be obtained by sending a check payable to New Ways to Work Publications, 149 Ninth Street, San Francisco, CA 94103. Cost is $1.75 plus $.75 postage and handling. Bulk copies are available.

In *Flexitime: Where, When and How?*, authors Pam Silverstein and Jozetta H. Srb describe the history of flexitime in Europe and America, review examples of U.S. flexitime programs both in the federal government and in private industry, and describe how to set up such a program, including feasibility studies, planning and implementation information, and suggestions for relieving managerial fears. Also included are sections on flexitime in rela-

tion to unions, labor laws, and public policy; a discussion of its advantages and disadvantages; and a brief bibliography. Two flexitime programs are described in the appendix.

The 60-page booklet may be ordered at $3.50, prepaid, from Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Box 1000, Ithaca, NY 14853. Checks should be made payable to NYSSILR.

Women and Manuscripts: Reviewing Reviewed

How to increase the participation of women and minorities in the manuscript review process for academic journals is examined in a survey by the American Psychological Association's Committee on Women in Psychology. Seventy-six editors of psychology-related journals responded. More than half responded that some special steps were taken to involve women or minorities in the review process. In almost all instances, if steps were taken for one group, they were taken as well for the other. However, differing strategies were used for the two groups, chiefly because of the relative ease of identifying women by their names.

The most frequently cited methods were appointing women to the editorial board, soliciting volunteers, inviting women with good "track records" to review, having a woman as one of the reviewers on each manuscript requesting nominations of women from past editors, and asking a divisional committee on women to suggest names and facilitate nominations. Two editors specifically reported assigning women reviewers to any article dealing with women's issues.

Requests for reprints of the report, "A Survey of the Selection of Reviewers of Manuscripts for Psychology Journals," which appeared in *American Psychologist*, Vol. 35, No. 12, December 1980, pp. 1106-1110, should be sent to Nancy Felipe Russo, American Psychological Association, Women's Program, 1200 17th St., Washington, DC 20036.

Publication Describes How Employers And Unions Can Support Child Care Programs

The U.S. Department of Labor's Women's Bureau has recently published a guide detailing ways in which employers and unions can meet the growing need for child care services. The guidelines for employer and union involvement in child care services cover such planning phases as needs assessment and cost analysis, funding sources, and program components. Tax and liability features of specific program approaches are also discussed.

The pamphlet presents an overview of the child care need and services available, and lists centers sponsored by industry, labor unions, government agencies, and hospitals. Options listed in the publication, *Employers and Child Care: Establishing Services Through the Workplace*, include the establishment of a child care center, a family day care program, a program caring for sick children, providing vouchers for care in an existing center, supporting an information and referral system, and providing specific services for centers.

Single copies only of the 90-page pamphlet are available free from the Women's Bureau, U.S. Department of Labor, Washington, DC 20210. A self-addressed mailing label will expedite handling of requests. The publication is also for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, at $4.25.

Employment Fact Sheet

Twenty Facts on Women Workers, a three-page fact sheet compiled by the Women's Bureau of the U.S. Department of Labor in 1980, lists recent statistics on women in the working world. Among them:

- in 1979, two of every three women with four of more years of college were members of the labor force;
- the last 45 years have seen a tenfold increase in the number of working mothers, with a threefold increase in the number of working women overall; and
- in 1979, 55 percent of all mothers of children under 18 years (16.6 million) were working; 45 percent of mothers with preschool children had entered the labor force.

Single copies are available free from the Women's Bureau, U.S. Department of Labor, 200 Constitution Ave., NW, Washington, DC 20210, with a mailing label or self-addressed envelope.

SEXUAL HARASSMENT

Women Who Charge Sex Harassment Hit With Countersuits: Professor Seeks Over $23 Million

A professor at CLARK UNIVERSITY (MA) has sued five women who charged him with sexual harassment. Sidney Peck, who was chair of the sociology department when the charges were filed, claims that the five women "injured his good name and reputation," and caused him to suffer "embarrassment, humiliation, physical pain, and mental agony." Ximena Bunster, who had a one-year appointment as visiting associate professor, had filed charges with the university alleging that Peck had tried to kiss her and had made sexual comments to her and to students. When a university committee held hearings in the fall of 1980, another associate professor (Elizabeth Stanko), a secretary and two graduate students testified that Peck had also made unwanted sexual advances towards them. Peck claims that the charges are "false and malicious," and is asking for $23.7 million in damages and attorney's fees.

The committee charged Peck with "lack of fitness as a faculty member," and that he had engaged in "unwanted physical and verbal advances of a sexual nature." However, Bunster was dissatisfied with the grievance process, claimed that adequate notice of charges and countercharges was not given to the parties, and that the committee did not specify its procedures. She then filed additional charges with the Equal Employment Opportunity Commission which enforces Title VII (Title VII prohibits employee discrimination, including sexual harassment). Bunster and the other complainants also declined to participate in further proceedings by the university, claiming that the institution was not adequately addressing issues of sex discrimination and sexual harassment.

Peck also filed a complaint against Clark University with the National Labor Relations Board (NLRB), charging that the university's action against him was not related to sexual harassment but was in retaliation for his activities in labor relations and politics.

The university and Peck subsequently worked out an agreement in which Peck dropped his NLRB complaint and his plans to sue Clark. The university agreed to take no further action against him. Peck agreed to not serve as department chair in the future nor to participate in any employment decisions regarding Bunster and Stanko. Peck will take a leave of absence for six months, followed by a half-year sabbatical at half pay. During that year, he is prohibited from being "present at or on the university premises."

After the agreement was concluded, Peck filed his lawsuit against the five women.

In another case at CARLETON UNIVERSITY in Ottowa, Canada, two journalism professors are suing three students for libel and slander following allegations of sexual harassment by members of the department. Although specific faculty were not named by the students, the two faculty members claim that by not naming anyone, the students had incriminated all members of the department.

Sexual Harassment at SUNY/Geneseo: Professor Suspended

A sociology professor at the STATE UNIVERSITY OF NEW YORK (SUNY) at Geneseo was recently found guilty by an arbitrator of four sexual harassment charges pending against him, and given a one-month suspension without pay. The professor was charged by one student with "improper physical contact" by attempting to hug and kiss her in his office, acting in an "unprofes-

sional manner" by making inquiries into her sex life, and with "physically detaining" her by backing her into a corner. As part of an effort to fire the professor because of his actions, an arbitrator was called in as required by the faculty union. Scolding the professor for "poor judgment" and "impulsiveness," the arbitrator forecast the unlikelihood of such an incident happening again, implying that the professor's actions may have been misconstrued due to the lack of sophistication of the students in this rural college.

The professor's suspension resulted in a salary loss of about $2,250. A poster campaign against him at the time of registration warned women students to avoid his classes due to his "long history" of sexual harassment. Although an attempt was made to locate those posting the warnings, they were never apprehended.

Sexual Harassment Costs Institute $3,250

The POLYTECHNIC INSTITUTE OF NEW YORK has agreed to pay their former Director of Research and Records, Jude Symanski, $3,250 in the largest sexual harassment settlement negotiated to date by the New York City Commission on Human Rights. As part of the Commission's settlement, which was announced in January 1981, the Institute has also agreed to establish a personnel policy that clearly delineates sexual harassment as an unacceptable condition of employment, and to emphasize this policy in its orientation of all employees.

Symanski began working on development, research, and fundraising for Polytechnic in July 1978, and had received high job performance evaluations and salary increases until September 1979. She charged that her situation changed dramatically after she rebuked her supervisor's advances and refused to spend the night with him after an alumni fund-raising dinner. Her refusal was followed by an unfavorable evaluation, a change in job assignment, reassignment of some of her duties to a subordinate, and finally termination in retaliation for her formal complaint.

Presidential Politics: Both Man and Woman Asked to Leave in Top Level Sexual Harassment Dispute

According to *Equal Employment News*, a controversy at LABETTE COMMUNITY JUNIOR COLLEGE (KS) resulted in both the man and woman being asked to leave. In a suit filed in U.S. District Court, former Vice President Kathleen Rice claimed she was sexually harassed by the college's former president, and after taking her complaint before the college's board of trustees, was terminated in retaliation. The former vice president is asking for reinstatement, back pay, fringe benefits, and damages of at least $125,000. The man in the case claims that her charges are without foundation, and is threatening to file a countersuit.

Academic Resolve. . .Re: Sexual Harassment

At their annual meeting in June 1980, the American Association of University Professors adopted the following resolution, which had been submitted by the Association's Committee on the Status of Women (Committee W):

> Discrimination on the basis of sex in academic recruitment, appointment, and advancement and in the evaluation of students' academic performance is deplorable and illegal. Sexual harassment in the academic community is equally to be condemned. The Sixty-sixth Annual Meeting of the American Association of University Professors urges local Association chapters to participate at their institutions in developing and strengthening policies which prohibit sexual harassment, providing effective mechanisms for complainants to seek redress, and assuring due process protections for those accused.

The resolution may be the first one on sexual harassment passed by a national educational association.

Similarly, the UNIVERSITY OF WISCONSIN Board of Regents, in an affirmation of their commitment to rid the system of sexual harassment, stated that "incidents of sexual harassment are demeaning to all persons involved and impair the ability of the system to perform its educational functions." The Regents' Task Force on the Status of Women also developed a report and policy statement on sexual harassment for subsequent consideration by the Regents and faculty for their recommendations, as directed by the regent resolution. Final revisions are now in process, with the hope that the policy will reach adoption at the May meeting of the Board.

Proof of Harm Not Necessary in Sexual Harassment Case

Employers may be held accountable for sexual harassment of an employee whether or not this results in a loss of tangible job benefits, according to the U.S. Court of Appeals at Washington, DC. A female federal employee who had received repeated sexual propositions from two of her supervisors lodged a complaint with a higher supervisor. Rather than reviewing the matter, he casually dismissed it, making sexual requests of his own. The Court held that the employer's tolerance of sexual advances by supervisors was, in itself, illegal sex discrimination, and designated sexual harassment, in and of itself, to be a violation of the law with no requirement of further proof that an employee was penalized or lost special job benefits. The ruling permits a woman to sue her employer to stop sexual harassment on the job without having to prove that she resisted and lost her job as a result, [*Burdy* v. *Jackson*, EPD ¶ 31, 439].

Federal Guidelines on Sexual Harassment Discrimination

A directive for heads of federal agencies outlining final guidelines on sexual harassment discrimination, effective September 23, 1980, required federal agencies to submit plans for prevention of sexual harassment in the workplace. Requirements are that each plan contain brief descriptions of the following components together with timetables for their implementation:

- Specific steps to be taken by the agency to inform employees that charges of sexual harassment are cognizable under Title VII.
- Proposed training, directives or other programs designed to inform supervisors and other agency personnel of their responsibilities to discourage explicit or implicit unwelcome verbal or physical conduct of a sexual nature in order to create and maintain a workplace free of sexual harassment.
- Proposed agency codes of conduct or other materials

Project Needs to Watch Its Language!

Some things are "essential," others are "indispensable," some are "vital," others merely "necessary." And then there are those things we can do without. A recent note to the Project brings to mind the distinctions:

I am intrigued by the statement in your paper on *Title VII Sexual Harassment Guidelines and Educational Employment* that "unnecessary patting or pinching" may constitute sexual harassment. I keep trying to imagine the scenario where the defense claims that pinching was "necessary": "I only pinched her behind to get her attention"?

Regards anyway,
Barbara Turlington
Association of American Universities

On Campus with Women regrets that it can not stand pat on its original definition.

designed to curtail conduct deemed prohibited under the guidelines.
- Proposed methods to ensure accountability within the agency for maintaining a workplace free of sexual harassment.
- Any other initiatives already undertaken or proposed by the agency to meet the requirements of the guidelines.

(Equal Employment Opportunity Commission (EEOC)/Management Directive #704)

The guidelines should also be useful to colleges and universities in developing similar plans. Further information may be obtained by writing EEOC, Office of Government Employment, 2401 E St., NW, Washington, DC 20506, Attn: Bailey's Crossroads.

Coping With Cupid at Work

In *Sexuality in Organizations: Romantic and Coercive Behaviors at Work,* some 20 articles explore the differences between romantic and coercive behaviors in the workplace, examining their effects on motivation, productivity and organizational harmony. Although the book is aimed at managers of organizations in both the public and private sectors, it may be of help to those in the academic community. Issues addressed include such questions as: What is sexual harassment in the workplace? How widespread is it, and what empirical research exists to document its nature? To what extent is the issue of sexuality in the workplace a concern of management? To what extent a management responsibility? What legal precedents exist in the field? Edited by Dail Ann Neugarten and Jay M. Shafritz, it also includes a brief bibliography and a list of legal cases involving sexual harassment.

Copies of the 166-page indexed volume are available from Moore Publishing Company, Inc., 701 S. Gunderson Ave., Oak Park, IL 60304 at $9, with discounts for multiple orders.

Sexual Harassment on the Job: How to Avoid the Working Women's Nightmare may also be of help to those dealing with this issue. The 196-page book includes case studies; describes sexual harassment and its history; discusses the perceptions of personnel, management and unions; summarizes legal remedies and court cases; and includes action plans for management and unions. Authored by Constance Backhouse and Leah Cohen, the indexed paperback book is available at $5.95 from Prentice-Hall, Inc., Englewood Cliffs, NJ 97632.

Another resource, *Sexual Harassment: How to Recognize and Deal with It,* defines the problem of sexual harassment, gives examples of gender- and non-gender-related behavior, and examines the nature and consequences of sexual harassment. A set of principles for management and proposed minimum standards for social behaviors at work should be helpful to managers. The 52-page booklet may be ordered at $3.50 from Eastport Litho, 1993 Moreland Pkwy., Annapolis, MD 21401.

Women's Law Forum: Remedial Reading on Sexual Harassment

Can a woman collect damages if she has been sexually harassed? Is sexual harassment a "civil wrong" or a tort? The Summer 1980 issue of The Golden Gate University Law Review entitled *Women's Law Forum* examines these issues in "Sexual Harassment in the Workplace: A Practitioner's Guide to Tort Action," by Alice M. Montgomery. Also included is an article entitled "Job-Related Sexual Harassment and Union Women: What are their Rights?," by Barbara M. White, which explores employer and union responsibility concerning the prevention and handling of sexual harassment. Although not written with universities in mind, the articles may be relevant for campuses. Additional articles in the 1,344-page volume cover women and pensions, women in the law profession, and other issues. Single copies of *Women's Law Forum,* Vol. 10, No. 3, Summer 1980, are available at $6 prepaid from Golden Gate University Law Review, 136 Mission St., San Francisco, CA 94105, Attn: Elaine Johnson, Managing Editor. California state and Bay area residents add appropriate sales tax.

IN THE COURTS

Pension Issue Not Retired Yet

- In February 1981, Eleanor Holmes Norton, outgoing chair of the Equal Employment Opportunity Commission (EEOC) charged The Teacher's Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) and seven member schools with sex discrimination in pension benefits. (EEOC enforces Title VII of the Civil Rights Act of 1964 which prohibits employment discrimination.) The seven schools are WAYNE STATE UNIVERSITY (MI), LONG ISLAND UNIVERSITY (NY), MARQUETTE UNIVERSITY (MI), PURDUE UNIVERSITY (IN), NOTRE DAME UNIVERSITY (IN), and the UNIVERSITIES OF SOUTHERN CALIFORNIA and NORTH CAROLINA. Each of these schools has been involved in litigation involving pension benefits.
- Earlier the New York State Insurance Department turned down a unisex mortality table submitted by TIAA (See *On Campus With Women,* Winter 1981). In February, 1981, EEOC filed against the NY Department and TIAA-CREF to enjoin the decision.
- Sex discrimination charges filed against TIAA-CREF and seven schools listed above could be rendered moot by federal legislation introduced by three Republican senators. Sens. David Durenberger (MN), Robert Packwood (OR), and Mark Hatfield (OR) are sponsoring the Economic Equity Act of 1981, which contains provisions barring sex-based benefits by insurance companies. (Eighty-five per cent of private colleges and universities and 40 percent of public colleges participate in the plans offered by the nation's largest college pension fund. Currently women receive smaller monthly checks than men who were identically situated in terms of age and amount of premium paid.) An accompanying statement to the bill claims that the use of sex as a determinant of retirement benefits "is clearly not a business necessity, as some parts of the insurance industry would have us believe. It was adopted . . . as a *convenient,* though incomplete, method of classifying risks."

Title IX Employment Dispute Goes to Supreme Court

The Supreme Court has agreed to settle the long-standing controversy over whether Title IX covers employment practices. (Coverage of students is not at issue.) While the Court had earlier declined to review three conflicting appellate court decisions regarding employment coverage, it will now review the Ninth Circuit Court's decision in the case of the *US Department of Education* v. *Seattle University.* The case grew out of the University's seeking an injunction to prevent the federal government from further investigating a faculty sex discrimination complaint involving lower salaries for nursing school faculty than for those in other university departments. The appellate court ruled that Title IX regulation covering employment was invalid insofar as it did not require a showing that discrimination against the institution's employees directly affected students. Seattle subsequently moved to withdraw from the case. Although the Supreme Court has not responded as yet to the Seattle motion, it also agreed to review an appellate decision involving the North Haven (CT) and Trumbull (CT) Boards of Education, where the court upheld Title IX coverage of employment.

Top Degree Top Priority: Ph.D. Ruled a Business Necessity

Even though disproportionate numbers of women are disqualified by the requirement of a doctorate degree for teaching mathematics at the university level, the criterion has been affirmed as valid. A female math instructor, denied reappointment by the UNIVERSITY OF ARKANSAS at Little Rock for lack of a doctorate, initially established a case of sex discrimination. However, the university was able to show that the degree requirement was a

"business necessity," with no indication that it had been used as a pretext for sex discrimination. (*Campbell* v. *Ramsay*, CA-8, 24 EPD ¶31,311)

Tenure Claim Begins With Notice, Not Contract Expiration

In filing discrimination suits challenging the denial of tenure, the clock starts running when a professor is notified that he or she will not receive tenure, and not when the contract actually expires, according to a recent Supreme Court decision. Determined under Title VII and the 1866 Civil Rights Act, the ruling overturns a lower court decision basing the time limit on the professor's last day of employment. The time limit for filing Title VII charges with the Equal Employment Opportunity Commission is 180 days. (*Delaware State College* v. *Ricks*, CA-3, 20 EPD¶30,281)

Pregnancy Benefits: Employees Qualify, Spouses Don't, Says Virginia Court

A federal trial court in Virginia has ruled that the Equal Employment Opportunity Commission's (EEOC) 1979 guidelines requiring employers to provide pregnancy-related medical benefits to the wives of employees covered by health insurance overreaches the agency's authority under the Pregnancy Discrimination Act. The court held that the Act (a 1978 Amendment to Title VII of the 1964 Civil Rights Act) was intended to protect female employees, but not female dependents, from unequal treatment due to pregnancy. The decision by the U.S. District Court for the Eastern District of Virginia, applies to that district only. (*Newport News Shipbuilding and Dry Dock Co.* v. *EEOC*, 25 EPD 31, 552.)

Colleges Agree to Establish Child Care Centers

Three community colleges in San Mateo County, CA (COLLEGE OF SAN MATEO, CANADA COLLEGE and SKYLINE COLLEGE), which were sued because they lacked child care facilities and refused to apply for state or federal funds to establish them, have reached an out-of-court settlement. [*De la Cruz v. Tormey*, U.S. Dist. Ct. (Northern District of California, San Francisco), #C-76-456-RPA, October 29, 1980.] Agreeing to apply for state, federal and private foundation funds to establish the centers, the colleges have set a target date of September 1982 to open centers on all campuses. (See also *On Campus With Women* #23, Spring 1979.)

FEDERAL UPDATE

OCR Pronounced a Failure in Enforcing Title IX

The U.S. Commission on Civil Rights, in its assessment of the Office for Civil Rights' (OCR) enforcement of Title IX from 1977 through May 1980, reports that despite OCR's improvement of its management systems and productivity during the report period, its enforcement of Title IX was "still unduly slow," and, at times, inadequate due to incomplete data collection. The study points out that OCR failed to comply with a three-year old federal court order because it took too long to resolve policy questions, and that compliance reviews planned for fiscal 1980 were "irretrievably" behind schedule, well before the end of the year. The Commission also charged OCR with failure to collect data which might reveal discrimination in financial aid, student employment, housing, health services, and counseling. Schools have not received enough guidance on how to comply with Title IX, the report states, nor has OCR kept its commitment to inform the public of Title IX enforcement developments. Copies of the report are available free from the U.S. Commission on Civil Rights, Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314.

Project Provides a Peck of Publications

In addition to our newsletter, *On Campus With Women*, we have well over 40 publications available in topical packets. Materials are offered on a variety of concerns such as Title IX and Sports, Minority Women, Rape and Sexual Harassment, and Re-Entry Women. For a free publications price list send a self-addressed stamped envelope to: Box P, Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

Regulation Covering Discriminatory Clubs Withdrawn

The Department of Labor's Office of Federal Contract Compliance Programs withdrew its final rule on private clubs. The rule would have prohibited employers, including colleges and universities, from paying membership fees for employees to private clubs which discriminated. The notice of withdrawal appeared in the March 27, 1981 *Federal Register*.

"No Discriminatory Effect" in Berkeley Law School Hiring Procedures

After four years of federal investigation, the UNIVERSITY OF CALIFORNIA, BERKELEY Law School has been cleared of charges of discriminatory hiring practices regarding women and minority group members.

The acting director of the San Francisco regional office of the U.S. Office for Civil Rights reported in a letter that "the criteria and standards for appointment to the law faculty do not have a discriminatory effect," and listed the most recently surveyed statistics (1979) as showing that women made up 15 percent of law faculty members, and minority group members made up 10 percent.

Almost Nil: Federal Support For Women's Education

Support for women's programs under the Education Department, despite recent increases, remains "almost invisible" in comparison with support for minority education projects, according to a report published by the Women's Educational Equity Communications Network funded by the Women's Educational Equity Act.

The Education Department's efforts were "insufficient and way below its financial support of other worthy equity efforts for smaller segments of the population." Sex equity expenditures for fiscal 1980 totalled $33.4 million, while projected spending for minority programs tipped the scales at $553 million, with another $2.16 billion projected on programs for the handicapped. The report recommends increased funding for sex equity programs, and the compiling of information on programs supporting sex equity, among other proposals.

Copies of *Federal Funding to Promote Sex Equity in Education* are available at $4 from the Women's Educational Equity Act Program, Donohoe Bldg., Room 1105, 400 Maryland Ave., SW, Washington, DC 20202.

Through the Legislative Maze

A Legislative Guide, written by Pamela Ebert-Flattau and prepared for distribution by the Association for the Advancement of Psychology (AAP), is a resource on how Congress works. The 40-page booklet describes the legislative process and includes a glossary of terms together with a brief bibliography. The booklet is available at $2 from AAP, 1200 17th St., NW, Washington, DC 20036.

U.S. Commision on Civil Rights Proposes New Approach for Affirmative Action

In a proposed statement, *Affirmative Action in the 1980's: Dismantling the Process of Discrimination*, the U.S. Commission on Civil Rights identifies and addresses many of the hardest issues raised by critics of affirmative action, including the controversy over "goals," "quotas" and other forms of "preferential treatment."

Three days of consultations were held in Washington, DC in

February and March, 1980 to obtain advice on revising and expanding the proposed statement from representatives of a broad spectrum of both policy-makers and persons responsible for implementing affirmative action programs.

The final Commission statement, to be issued this fall, will incorporate suggestions made at the consultations as well as other comments from the public. The final statement will include "how to" guidance for persons responsible for affirmative action plans. The proposed statement suggests an approach to affirmative action that reconciles means which consciously use race, sex and national origin with ends that preclude any consciousness of race, sex and national origin. The 42-page statement discusses civil rights laws and policy in the context of what the Commission calls a "problem-remedy" approach. This approach stresses an understanding of the problem of discrimination in order to promote analysis and implementation of the remedy, affirmative action.

A copy of the proposed statement is available free from the U.S. Commission on Civil Rights, 1121 Vermont Ave., NW, Washington, DC 20425.

WOMEN IN SPORTS

Title IX Charges Pressed by Women Athletes Vs. Texas School

Six women athletes at WEST TEXAS STATE UNIVERSITY have charged the school with sex discrimination against female athletes in a suit filed in federal district court under Title IX of the 1972 Education Amendments. The woman charged that male sports teams receive better equipment and facilities, their coaches receive higher salaries, and individual men receive greater financial aid than women due to the school's support for booster clubs for the men's teams. Betty Wheeler, attorney for the six women, reports that the suit results from the school's failure to act on an earlier internal complaint filed last year by 24 student athletes that the school's actions "constitute official discouragement of female participation in intercollegiate athletics." Hoping for swifter enforcement, the six students opted to press court charges rather than filing complaints with the Department of Education.

In addition to the roughly equal per capita expenditures for male and female athletes under the school's most recent athletic budget, 19 scholarships, worth tens of thousands of dollars, are made available to male football and basketball players by school-supported booster clubs. Weekly lunches given by the athletic department, special pre-game press packets, and showings of clips from game films with school coaches narrating the action are part of the booster club perks, reports Wheeler, who maintains that the school must offer similar support to women's groups or demonstrate that the boosters also give financial aid to women's teams.

Women, who make up about one-quarter of the school's athletic-population, do not receive support commensurate to their numbers, according to the complaint. Women received only 14.7 percent of total athletic salaries, with male coaches earning $143,401 in 1980, as compared to $24,824 for women.

Sex Bias in Athletics Charged at University of Louisville

The assistant director of women's athletics at the UNIVERSITY OF LOUISVILLE (KY) has filed a complaint with the Office for Civil Rights at the Department of Education alleging widespread discrimination against women athletes at the school. She describes inequalities such as no recruiting budget for women as compared to over $80,000 for men's basketball and football recruiting; inadequate financial aid for women athletes; inequitable financing for equipment and supplies, travel funds, and coaching salaries; inadequate publicity; and poor scheduling for women's spectator sports. Forty percent of the participants in the athletic program are women; 16.9 percent of the budget is allocated for women.

Setback for Women in Sports in Title IX Ruling

Public schools do not need to provide equal athletic programs for males and females if the programs are not directly funded by the federal government, according to a federal district court ruling in Michigan. The decision, stemming from a 1980 suit against the public schools of Ann Arbor, Michigan, will constitute a major setback for Title IX supporters if upheld on appeal.

Although the ruling involves athletics at the high school level, it would also apply to colleges and universities. The case is on appeal. [*Othen et.al. v. Ann Arbor School Board*, #79-73709, 49 USLW 2569 (E.D. Mich. February 23, 1981.)]

Exercising Your Rights

In *Women Who Win: Exercising Your Rights in Sport*, Bonnie Parkhouse and Jackie Lapin discuss methods of gaining equality for women in athletics. They describe legal vehicles, court decisions, methods of compliance, as well as ways of working with the men's athletic department and persuading the administration to support women's programs. The book's final chapter includes a laundry list of specific services, facilities, and benefits which Title IX guarantees to women athletes, and discusses how to go about getting them. The 256-page indexed volume is available at $5.95 from Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

ON THE CAMPUS

Students Charge Duke University With Sex Discrimination

The Association of Duke Women, DUKE UNIVERSITY (NC) has filed a complaint of sex discrimination against the University under Title IX of the Education Amendments of 1972. Alleging a pattern of discrimination against women in the University in the areas of women's athletics, housing, recruitment of women faculty to serve as role models, and support for women students at the University, the complaint alleges numerous violations, including:

- preference in use of athletic facilities given to men: men practice between 3-6 pm—the most convenient time for students, and women practice in the evenings;
- a housing plan that allows more spaces for males than females on the popular West Campus, where most of the university's facilities and activities are concentrated, including classrooms, administrative offices, athletic facilities, libraries, dining halls, student activity centers, meetings, and special events; and
- a Student Health Insurance Policy which, despite provision for benefits for surgical operations, specifically excludes coverage for pregnancy, childbirth, false pregnancy, and termination of pregnancy (with the exception of expenses incurred through complications of pregnancy).

Duke recently agreed to revise its athletic scholarship allocation policy, following the Department of Education's 1980 guidelines for Title IX athletic compliance. Women's athletic scholarships will be increased from 9 to 30 over the next three years, a number proportionate to the percentage (22.11 percent) of female athletes at the school. Male athletes are granted 116 scholarships, most of them allotted to football players.

Information about Women in Public Leadership Programs Sought

Two organizations, the National Women's Education Fund (NWEF) and the Public Leadership Education Network (PLEN: a consortium of eight women's colleges, NWEF, and the Center for the American Woman and Politics), are seeking information about college- and university-based programs which provide public leadership education and training for women. Under a grant from

(continued on page 12)

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NONTRADITIONAL CAREERS

The Project gratefully acknowledges the support of the INTERNATIONAL PAPER COMPANY FOUNDATION for making this section on "non-traditional careers" possible.

Encouraging Women in Scientific Careers

The April 1980 issue of *Choices*, the bi-monthly newsletter of the Midwest Sex Desegregation Assistance Center, focuses on advancing young women's interest in scientific careers. It highlights statistics from the Department of Labor's 1979 Update on Employment Structure and Earning Trends showing the imbalance by sex in science-related occupations, and lists resources on women in science and technology. Single copies of the issue are available free from the Midwest Sex Desegregation Assistance Center, c/o the Information Specialist, 1627 Anderson Ave., Manhattan, KS 66506. Supplies are limited. Many of the suggestions listed for elementary and secondary school teachers may be helpful to college faculty.

Encouraging Women and Girls in Mathematics

Use Equals to Promote the Participation of Women in Mathematics, a handbook describing the EQUALS Teacher Education program at the UNIVERSITY OF CALIFORNIA, BERKELEY, is designed to prevent and end "math avoidance" among young women by promoting sex-fair mathematics instruction and counseling. Its ultimate goal is to bring about change in the occupational patterns of working women. Providing methods and materials for use by educators at the elementary and secondary levels, as well as in preservice courses, the 134-page booklet also includes various resources and an annotated bibliography on problem-solving in mathematics as well as one on sex-fair counseling and instruction. Sections include: how to increase awareness of sex differences in young people's education and subsequent career choices; how to encourage career awareness; and how to involve educators, parents and the community. Many of the materials can be used with college students. Educators should find the materials useful in work with students, in designing inservice workshops, and in teacher-training programs.

The handbook may be ordered at $5 per copy, with check made payable to The Regents, University of California, and sent to EQUALS, Lawrence Hall of Science, University of California, Berkeley, CA 94720.

Spurs to Nontraditional Careers for Minority Women

The *Minority Women's Resource Guide* developed at TOMPKINS CORTLAND COMMUNITY COLLEGE'S (NY) Project OPEN (On-Going Partners in Equality Network) may be a useful model for institutions seeking to encourage minority women to pursue education and/or nontraditional careers. The guide, developed in order to identify local resources to help minority women explore careers in areas such as technical, scientific, administrative, managerial, law enforcement, construction craft and apprentice jobs, lists numerous resources in the local area. Among them are black-owned businesses, community services, day care and employment services, churches, educational facilities, libraries, local government agencies, news services, medical services, and help lines. Profiles of minority women in the work world are followed by a bibliography of works by black women authors and resource guides for black women.

The 68-page guide is available for $1 prepaid to Project OPEN, Tompkins Cortland Community College, Dryden, NY 13053, Attn: Sandra Rubali.

A broader effort is the Minority Women Employment Program (MWEP), which was established in 1972 to assist business firms in recruiting college-trained minority women qualified for managerial, professional or technical jobs. The program is described in *Stepping Up*, a 105-page volume which reviews seven years of the demonstration project's achievements. Outreach strategy, program results and assessments are described and summarized, followed by a brief bibliography. The book may be ordered at $4.95 prepaid from Olympus Publishing Co., 1670 East 1300 South, Salt Lake City, UT 84105. Discount rates available for multiple copies.

Trying It Out: College Course in Engineering for High School Students

How to encourage young women to enter engineering is the purpose of a summer Study in Engineering Program for women at the UNIVERSITY OF MARYLAND's College of Engineering. This summer the College will hold its seventh annual program from June 29 through August 15. The six-week program will provide some 25 high school women entering their senior year with an opportunity to explore the professional commitments and requirements inherent in the field. The program aims at encouraging these women, who have been recommended by their science or math teachers or counselors with approval of their school principal, to consider the field of engineering. It provides an opportunity for them to experience college life and college level study earlier than they otherwise might, and offers them a basis for evaluating and perhaps changing their planned senior year in high school, as well as an experience from which they can relate and help their peers in making a choice of career or study field. Students earn 8 credits of college work applicable to a bachelor of science degree in engineering. A similar summer program is available to minority students. Financial support from industry provides scholarship aid to both these and other engineering programs sponsored or co-sponsored by the College and designed to acquaint high school students with the field. Requests for further information should be sent to Marilyn Berman, Assistant Dean, College of Engineering, University of Maryland, College Park, MD 20742.

Conferences Help Women Consider Non-traditional Careers

Numerous programs across the country have been designed to develop awareness of nontraditional careers for women and to encourage them to pursue them. The following descriptions are a recent sampling.

• MOHAWK VALLEY COMMUNITY COLLEGE (NY) sponsored its third Women in Science and Technology Workshop for approximately 200 eighth and ninth grade young women from Oneida County in May 1980. The conference enabled participants to explore their interests in various nontraditional careers, as well as to experience some of the excitement and potential of math,

science, and technology in their own future. The workshop offered 21 hands-on workshops and eight different panels of women scientists/technicians, as well as various industrial displays and information tables with brochures and other materials.

• In June 1980, SUMPTER AREA TECHNICAL COLLEGE (SC) held a seminar titled "Women on the Move in the '80's: Discover Where the Jobs Are." The one-day meeting included an overview and labor forecast for women in the future, video-tape presentations by local women on their careers in electronics, engineering, and mechanics, and the opportunity to discuss with professional counselors issues which present difficulties for women in the work force, such as dual careers of housewife and employee, divorce, and re-entry into the work force. Open to counselors, educators, and administrators, the conference encouraged the attendance of any female, regardless of age, interested in beginning a career, re-entering the work force, or coping with problems on the job.

• A more extensive effort by the WENTWORTH INSTITUTE OF TECHNOLOGY (MA) was described in the February 1980 *Personnel and Guidance Journal*. The program, Technical Careers: Pathways to the Future, was designed as the first of two conferences, the first, in June 1978, for vocational-technical school guidance counselors and math and science teachers from junior and senior high school; the second, in June 1979, for young girls from the same school systems. Educational institutions and local business organizations set up displays of technical equipment operated by females. Information booths distributed additional information about various programs sponsored by schools, non-profit organizations and government. Workshops covered the role of the school in math and science anxiety; exemplary programs; students helping students cope with nontraditional choices; developing parent awareness; educational paths to technical jobs; and on-the-job training programs. The article describes development and design of the program, funding, evaluation and continuing programs.

• *Expanding Your Horizons in Science and Mathematics*, a conference for young women held in March at MILLS COLLEGE (CA), was one of a series of conferences sponsored by the Math/Science Network. Designed to introduce high school students to potential careers in scientific and technical fields, the conference included hands-on sessions and the opportunity to meet with women working in traditional male fields. The Network, made up of about 500 local engineers, scientists, educators, parents and industry personnel, most of them women, has held activities for elementary, secondary and college students in the San Francisco area since 1976.

Engineering Program for Re-entry Women

The Women in Engineering Career Facilitation Project, begun in 1977, offers a twelve-month program directed toward women with background in math and science, holding at least a bachelor's degree, who are unemployed or underemployed. The project at the School of Engineering and Computer Science of CALIFORNIA STATE UNIVERSITY at Northridge features credit and non-credit instruction, half-time intern positions in engineering paying about $550-$750 per month, and special counseling and extensive placement services. Participants earned 20-35 units of engineering course credit. Supported in part by a grant from the Women in Science Program of the National Science Foundation, the project has served participants ranging in age from 23 to 55 years. Some had graduate degrees; others had been homemakers for more than 20 years. Some were employed as secondary school teachers and others were employed in a variety of positions such as laboratory technician and drug store clerk.

National Registry for Women in Science, Engineering and Medicine

Open to all women in science, engineering and medicine, the National Registry of Women in Science and Engineering includes names of 6,000 women in all areas of science and engineering and is the largest talent bank of its kind in the U.S. An individual is not required to be actively seeking employment in order to be listed, and any woman in science may be included. The Association for Women in Science (AWIS), which maintains the Registry, is a non-profit organization established in 1971 "to promote equal opportunities for women to enter the scientific professions and to achieve their career goals." To be listed in or to use the Registry, write to Mary Lee Schneiders, National Registry of Women in Science and Engineering, 1346 Connecticut Ave., NW, Suite 1122, Washington, DC 20036.

Women in Professional Schools: Summary Stats

Summary Statistics on Enrollment of Women in Professional Schools, published by the National Advisory Council on Women's Educational Programs (NACWEP), shows that participation rates for women in veterinary, dental, law and medical schools grew steadily between 1974 and 1978. Veterinary schools boasted the highest representation of women, with a 33.8 percent participation rate, followed by law schools, with a 30.5 percent rate, medical schools, with a 23.3 percent rate, and dental schools, with a 14.2 percent participation rate nationally. The four pages of summary tables are available free from NACWEP, Suite 821, 1832 M St., NW, Washington, DC 20036.

Sex Equity in Voc Ed

The focus of the April 1980 issue of *VocEd*, the Journal of the American Vocational Association, is on *Sex Equity: Are Students Free to Choose?* A feature article describes difficulties women face in training for nontraditional occupations and on the job. The need for support for such women is also explored in another article written by a female diesel mechanic. Other articles highlight sex-fair assessment of vocational interests; the role of teachers in sex equity; education for adult roles; administration and women; and biased materials.

Copies of the issue are available at $2 each from the American Vocational Association, Inc., 2020 N. 14th St., Arlington, VA 22201.

Bibliography on Women in Science and Math

Compiled by Phyllis Zweig Chinn, a 44-page bibliography, *Women in Science and Mathematics*, lists over 600 books, pamphlets, newspaper, journal and magazine articles. The bibliography is divided into 7 sections:

- women in science bibliographies;
- journals and periodicals which have devoted whole issues or frequent articles to women in sciences;
- biographies and autobiographies of women scientists;
- differences between the sexes—as proposed by science in various eras, or as related to differing scientific and mathematical abilities;
- increasing the participation of women in science, including descriptions of organizations and programs and career booklets;
- women as scientists—characteristics, historical information, problems, rewards, etc.; and
- technology and women.

The publication can be purchased for $3 from Humboldt State University Foundation, Humboldt State University, Arcata, CA 95521.

Trade and Technical Careers Listed

The *Handbook of Trade and Technical Careers and Training*, published by the National Association of Trade and Technical Schools (NATTS), is a guide to choosing both a career and an institution offering instruction in that career field. Listing 98 careers that can be learned in two years or less, together with the schools that offer them, the handbook also includes a state directory of private institutions accredited by NATTS. The 48-page booklet is available free from NATTS, 2021 K St., NW, Washington, DC 20006.

(continued from page 9)

the Fund for the Improvement of Postsecondary Education, PLEN disseminates information about its college-based programs and provides outreach/technical assistance consultation services to women's organizations and colleges in three states. The consultations aim at forging stronger links between women in public leadership and institutions of higher learning in order to develop programs to help women become more effective public leaders.

NWEF seeks information on all college- and university-based public leadership programs for women, including curricular, co-curricular, continuing education, individualized learning and internship/community service programs. Send information about your program directly to the National Women's Education Fund, 1410 Q St., NW, Washington, DC 20009.

The Changing Condition of Men: Men's Studies

A six-session course at Long Island's C.W. POST CENTER (NY) this spring addressed themes central to the changing condition of men in the '80's. Focusing on how conditioning and role-related behavior enhances or diminishes the quality of life for men, and on the need for a mutually supportive men's movement, the course was led by the co-founders of the Long Island chapter of the national organization known as FREE MEN. For further information, write the Office of Continuing Education, C.W. Post Center, Greenvale, NY 11543.

Part-Time Students Now Eligible for Work-Study Assistance

Guidelines for the College Work-Study Programs (CWS) issued in January 1981 by the Department of Education on carrying out

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WOMEN CHIEF EXECUTIVE OFFICERS IN COLLEGES AND UNIVERSITIES
TABLE VI, December 1980

American Council on Education • Office of Women in Higher Education • One Dupont Circle • Washington, DC 20036
Emily Taylor, Director • Donna Shavlik, Associate Director • Judy Touchton, Assistant Director

Type of Institution	Number of Women Chief Executive Officers						Composition of Student Body		Total Enrollment Full and Part-time	
	TOTAL		Members of Religious Orders		Not Members of Religious Orders		1980		1980	
	1975	1980	1975	1980	1975	1980				
Four-year Private Colleges	98	124	79	80	19	44	Women Coeducational	59 65	Under 3,000 3,000-10,000 Over 10,000	119 5 0
Two-year Private Colleges	34	33	26	20	8	13	Women Coeducational	18 15	Under 3,000 3,000-10,000 Over 10,000	33 0 0
Four-year Public Colleges	5	21	0	0	5	21	Women Coeducational	1 20	Under 3,000 3,000-10,000 Over 10,000	5 8 8
Two-year Public Colleges	11	41	0	0	11	41	Women Coeducational	0 41	Under 3,000 3,000-10,000 Over 10,000	18 16 7
TOTAL	148	219	105	100	43	119	Women Coeducational	78 141	Under 3,000 3,000-10,000 Over 10,000	175 29 15

NOTES: 1) "Religious orders" is noted because some institutions previously classified as "church related" have changed their classification but are still headed by women belonging to religious or lay communities; 2) the composition of the student body is designated as "women" when at least 90 percent of the students are women; 3) the total number of women chief executive officers reflects both new appointments and women presidents of newly accredited institutions.

SOURCES: *Accredited Institutions of Postsecondary Education, 1980-81*, published for the Council on Postsecondary Accreditation by the American Council on Education. Only women in institutions accredited by the major regional accrediting associations in the U.S., Puerto Rico, and Guam (N = 2,765) are included. These data are supplemented with information on from the files on the Office of Women in Higher Education of the American Council on Education.

Table VI Highlights: Women College Presidents Make Gains

For the sixth year, the Office of Women in Higher Education, American Council on Education, is publishing its annual report of the number of women in chief executive positions in colleges and universities in the United States and its territories. Table VI compares the current year's data with 1975, the first year in which this information was reported. (For data by years in the intervening period, see Table V, COMMENT, June 1980, p. 9.)

- Since 1975, the number of women chief executive officers has risen from 148 to 219, an increase of 71 or 48%. Women now represent 8% of the total compared to 5% in 1975.
- Since 1975, appointments of women chief executive officers in the public sector has outnumbered appointments in the private sector approximately two to one. In the last six years, there has been a net gain of 46 women in public institutions compared to 25 in private institutions.
- Historically, women chief executive officers have tended to be found in smaller institutions. Although the majority of institutions headed by women are small, recent years have seen a significant increase in the number of apopintments of women at large colleges and universities. In 1980, fifteen women headed institutions of more than 10,000 students. In 1975, only four women headed colleges of this size.

changes required by the Education Amendments Act of 1980 allow "less-than-half-time" students legal access to work-study assistance for the first time. Up to 10 percent of an educational institution's CWS funds may now be made available to such students, providing they are otherwise eligible—i.e., accepted by the institution, in need of financial aid, and not in default on prior loans or grants.

Up to 80 percent of the student's compensation for part-time work (up to 20 hours per week) for the institution, for a federal, state, or local public agency, or for a private non-profit institution, is paid for by the federal government. The remuneration must be at or above minimum wage.

Faculty Resource: Affirmative Action and Student Placement Procedures

Affirmative Action Guidelines in Working with Employers Seeking University Students and Alumni for Employment, an 8-page pamphlet by the UNIVERSITY OF FLORIDA University Placement Committee, is designed to acquaint faculty members with equal opportunity guidelines of immediate relevance in their relationships with graduating students seeking job placement as well as with their potential employers. An appendix details which interview questions are prohibited and which are allowed. Single copies of the pamphlet may be obtained while supplies last by sending a self-addressed stamped envelope to Maurice Mayberry, Director, Career Resource Center, University of Florida, Gainesville, FL 32611.

California: State-Wide Conference on Women's Issues

A three-day conference held in Sacramento, California in January 1981 for women students and directors of women's programs throughout the state may serve as a model for other campus efforts. Planned by the UNIVERSITY OF CALIFORNIA Student Lobby and the CALIFORNIA STATE UNIVERSITY and College Student Association, the conference offered participants the chance to work on leadership skills as well as to engage in a discussion of major issues affecting women on campus: implementation of Title IX, abortion, the Equal Rights Amendment, sexual harassment, and minority student recruitment and retention.

Further information may be obtained from Jane Madamba, Conference Coordinator, UC Student Lobby, 926 J St., Room 22, Sacramento, CA 95814, (916)442-3827.

WOMEN'S STUDIES

Women's Studies Conference at Michigan

A 1981 summer institute in women's studies, *Toward a Feminist Transformation of the Curriculum,* will be held at the UNIVERSITY OF MICHIGAN from July 2 to August 1 for 48 female educators from diverse regions of the country representing diverse higher education institutions. The Institute will address both theoretical and practical issues, and will include a daily theory seminar, "A Feminist Critique of the Structure of Knowledge," as well as a daily teaching workshop, "Women's Studies Teaching Issues, Strategies, and Course Design." Additional workshops will be offered on the implications of women's studies for research methodology.

Although the program has been filled, those wishing information may write to Beth Reed, Institute Director, Women's Studies Program, Great Lakes Colleges Association, 220 Collingwood, Suite 240, Ann Arbor, MI 48103.

Looking Back—and Forward

A limited edition of *Looking Back at "A Second Look at the Second Sex,"* proceedings from the "first feminist research conference" held at the UNIVERSITY OF CALIFORNIA, Berkeley, is now available. Sponsored by the Center for the Study, Education and Advancement of Women (formerly CCEW-Women's Center) in the spring of 1976, the conference presented research in many areas including women and the family, work, power, religion, literature and minority women. The 131-page volume contains 16 articles.

A limited number of copies are available while supplies last at $5 each, prepaid, from the Women's Center, Room 112, T-9 Bldg., Center for the Study, Education and Advancement of Women, University of California, Berkeley, CA 94720. Checks should be made payable to the Regents of the University of California, Berkeley.

MINORITY WOMEN

Editors Seek Speeches by Minority Women for Proposed Book

The director of Multi-Cultural Education and two colleagues at the BRIGHAM YOUNG UNIVERSITY (UT) are conducting a nationwide search for speeches presented by minority women for compilation into book form. The book, to be titled *Minority Women Speak Out,* and planned for use as a text for university classes, will contain a representative sampling of minority women's speeches relating to contemporary issues, including views of the "traditional *[and]* the contemporary" woman, the single woman, the mother, the feminist—professional and semi-professional minority women representing the inner city, suburbia, rural, urban and reservation America.

Native American, black, Chicana, Hispanic, Asian American and other minority women interested in contributing materials for the volume are invited to contact John R. Maestas or Sandra K. Lucas, 115 BRMB, Brigham Young University, Provo, UT 84602, or Janice W. Clemmer, 170 BRMB, Brigham Young University, Provo, UT 84602.

Conference Model for Hispanic Women

Adelante, Mujer Hispana: A Conference Model for Hispanic Women, a guide compiled by the Women's Bureau of the U.S. Department of Labor, is based on a conference by the same title on education and employment held in January 1980 in Denver, CO. The meeting, focusing on the needs of low income and unemployed women as well as the needs of employed women seeking better jobs and upward mobility, led to numerous requests from women's groups and organizations across the country for information and assistance in conducting similar conferences. The 39-page booklet describes conference planning (choosing the theme, the conference coordinator and planning committee, selecting date and site, funding, and community involvement) as well as conference follow-up (evaluation, termination, and follow-up publicity). Appendices include sample flyers, press releases, agendas, registration and evaluation forms, etc. Addresses and telephone numbers of regional offices of the Women's Bureau are also listed.

Single copies of the booklet are available free with a mailing label from the Women's Bureau, Office of the Secretary, U.S. Department of Labor, Washington, DC 20210, Attn: Women's Bureau Publications.

Stanford to Study Barriers Hindering Mexican American Students

Mexican American students—the most underrepresented group in California colleges and universities—have an opportunity to help improve their status by participating in a two-year study by STANFORD UNIVERSITY's Center for Research on Women. The first step in the project involved the mailing of questionnaires to over 1,000 Chicanas and Chicanos at a two-year community college, two campuses of the CALIFORNIA STATE UNIVERSITY system, a UNIVERSITY OF CALIFORNIA campus and a private university.

The study, funded by The Ford Foundation, will investigate institutional, social and psychological barriers that hinder completion of educational and career goals of Mexican-origin students. How well institutional support systems meet the needs of Mexican American students will be examined. The study will also focus on the particular experiences of the Chicana student in higher education. Maria Chacon, Project Director, stated "Even though Chicanas are part of the largest and most underrepresented minority group in California, they have been neglected by scholars. Little empirical research has been conducted and even statistics on Mexican American Women are still difficult to obtain." For further information contact Chacon at the Center for Research on Women, Serra House, Serra St., Stanford University, Stanford, CA 94305.

Grant Awarded to the Organization of Chinese American Women

The Organization of Chinese American Women (OCAW) has recently received a three-year grant for its project, the Chinese American Women Educational Equity Program. Funded by the Women's Educational Equity Act Program of the U.S. Department of Education, the project includes a monthly newsletter, *OCAW Speaks*, a literature survery of the current educational situation of Chinese American women in the United States, and seminars and workshops for Chinese American women and girls.

Participation in the project is invited in the form of suggestions for newsletter articles as well as subscriptions. A $5 contribution is requested to defray the cost of stamps and printing, and may be sent with subscription order to the Organization of Chinese American Women, 956 N. Monroe Street, Arlington, VA 22201.

INTERNATIONAL

Finnish Girls: Smarter than Boys?

A telling joke currently making the rounds in Finland goes like this: "If you can't find a boy with a lower education, well, you'll just have to take a highly educated university woman." Implications? Women in Finland are swiftly becoming *the* educated sex, now constituting 62 percent of students in the *gymnasium* (Finnish equivalent of high school), the only route to a university education. The current percentage marks a 4 percent increase from 1979 statistics. The reason given: women are smarter.

"It is a real problem for us," laments Minister of Education Per Stenback. "The proportion is growing in an alarming direction. If you believe in equal distribution, well, it is against our principles. Entrance is based on test scores, and boys tend to be afraid of languages and even of mathematics, while girls are not nervous about those subjects. The schools are just too demanding for the boys. They are too theoretical. The boys would like something more practical."

Discussion of the phenomenon centers on the fact that there are so few boys, rather than on discrimination against women. Apparently, there is little resentment among Finnish men at the women's intellectual take-over. Elina Haavio-Mannila of HELSINKI UNIVERSITY explains, "Because, still, only the very best women get ahead. And then only because of their merits, for we have no affirmative action. So there is not the least public male resentment. But. . .there is resentment among women in the public sector, because even the lower-grade jobs still go to men."

Lay Down Your Pickax and Go Home

New Soviet regulations, effective at the start of the year, ban women from 460 occupations, among them exceptionally heavy or dangerous labor in the chemical, construction and metals industries. This exclusion of women workers from what are traditionally male jobs in most countries is part of an official effort to reverse the country's declining birthrate. Soviet experts believe the overtaxing of women to have contributed not only to this decline, but also to the increasing instability of the family. One third of Soviet marriages end in divorce, the majority of them at the wife's instigation.

Bibliography on Women in Development

Women in Development, an annotated bibliography of available materials from the Agency for International Development's Office of Women in Development lists publications on women in development in Africa, Asia, Latin America and the Caribbean, and the Near East. Sections on agriculture/food production, appropriate technology/energy, education, employment/income activities, health and migration as they relate to women in development, together with policy information; data on projects (case studies, design, evaluation, and funding); and a listing of other clearinghouses and resource centers collecting information on women in development issues are included as well. The eight-page bibliography is available at no cost to those working in this area from The Office of Women in Development, Room 3243, New State, Agency for International Development, Washington, DC 20523.

Powerful or Powerless? Women and the Mid-Decade Conference

The only two members of the U.S. Delegation to the Copenhagen conference in July, 1980, who were also delegates to the Mexico City conference five years earlier, offer opinions, observations, comparisons, and insights on the position of women internationally in the January 1981 issue of *COMMENT*. The exclusive interviews with Virginia Allan and Arvonne Fraser are accompanied by "Mileposts," a reference guide to the international women's movement; a "smorgasbord" of coverage of Copenhagen from newspapers, magazines and journals; a photo essay on the International Festival of Women Artists; and a special feature article on how newsworthy women and women communicators can collaborate to improve the portrayal of women in the news.

These perspectives on power are supplemented by the latest figures from the Office of Women in Higher Education at the American Council on Education on women chief executive officers in U.S. colleges and universities. (See table reprinted on page 12.)

Subscriptions to *COMMENT* are $14 for three issues and must be prepaid. Single copies are available at $4. Send orders to *COMMENT*, Jo Hartley, c/o Program for the Study of Women and Men in Society, University of Southern California, Los Angeles, CA 90007.

AWARDS AND GRANTS

Grants for Women and Minorities: Not So Far Afield

Funding for women and minorities for basic field research has received a boost through a Fund for Improvement of Postsecondary Education (FIPSE) grant awarded to the Center for Field Research. Now in its second year, the Center's FIPSE project is aimed at reaching qualified women and minority scholars conducting basic field research in the humanities and sciences. The Center reports that the number of projects directed by these groups has doubled in the first year of the grant.

Working cooperatively with Earthwatch, a national clearinghouse for citizen volunteers, the Center channels private funds to 70 field projects each year, and in 1981 will send $700,000 and 1,200 volunteers into the field. Projects in any recognized academic discipline are welcome; interdisciplinary proposals are also invited. Research projects must constructively utilize teams of volunteers in the field. For application guidelines, and a listing of projects currently receiving support, write to Patti A. Prunhuber, Center for Field Research, Box 127-J, 10 Juniper Rd., Belmont, MA 02178.

Scholarships and Loan Funds Listed

An educational assistance fact sheet published by the

Business and Professional Women's Foundation (BPWF) lists two scholarship programs for returning women students, financial aid directories, loan funds for women in graduate business studies and in engineering studies, and additional funding sources. Single copies are available free from BPWF, 2012 Massachusetts Ave., NW, Washington, DC 20036.

RESOURCES

Cartoons About and By Women

April 1981 marked the opening of a show of women's cartoons at the Fine Arts Gallery of the UNIVERSITY OF BRITISH COLUMBIA. Representing the work of close to 100 cartoonists, the 250 cartoons, most of which have appeared in print in Canada, the U.S., England and France, are grouped by theme, e.g., Changing the Script, Motherhood and HomeWork, Workout in the Work World.

The low-priced catalogue resembles a standard comic book with a glossy color cover. Packaged to travel easily and inexpensively, the show, *Pork Roasts: 250 Feminist Cartoons,* can be scheduled for showing at the maximum convenience of each gallery, since the complete set of images is easily duplicated. Inquiries should be addressed to Glenn Allison, Curator of the Fine Arts Gallery, Main Library, 1956 Main Mall, The University of British Columbia, Vancouver, BC V6T 1Y3, Canada.

Wellesley Center Newsletter and Publication List Available

The WELLESLEY COLLEGE Center for Research on Women, now in its seventh year, has begun publishing an occasional newsletter. Founded with the aim of researching social issues relevant to the changing roles of women, the Center researches activities such as family, employment, minority women, higher education, adult development and aging, and recently began a series of small projects examining changing male roles. The newsletter will focus on thematic issues, either drawing on Center reports from projects in a single program area, or exploring a particular policy matter from several different perspectives.

Those interested in receiving the free newsletter, as well as the Center's publications list, which includes Center publications as well as books, journal articles, chapters and monographs from other sources, are invited to join the Center mailing list by writing to the Wellesley College Center for Research on Women, Wellesley College, Wellesley, MA 02181. (Bernice Sandler, Director of the Project on the Status and Education of Women serves on the Center's Board.)

***CROW* Publication List Available**

The STANFORD UNIVERSITY Center for Research on Women (CROW) Reports Series reprints scholarly articles on women by affiliates and visiting scholars at the Center. A 12-page annotated price list from the Center's Fall 1980 series describes articles which appeared in a variety of sources, from magazines and journals such as *Contemporary Psychology, Science, Harvard Educational Review, Family Studies,* and *American Economic Review,* to books such as *Woman, Culture and Society, Women in Russia,* and *The Victorian Experience: The Poets.* The listing, CROW Report Series, Fall 1980, may be obtained free-of-charge from the Center for Research on Women, Serra House, Serra St., Stanford University, Stanford, CA 94305.

Women's Health Issues and Federal Policy

"Title IX and College Health Services" was the focus of the December 1980 issue of the *Roundtable Report,* a monthly newsletter of the Women & Health Roundtable. The Roundtable, a coalition of health professional and women's organizations, monitors women's health issues and the impact of federal health policy on women. The *Report* identifies new publications on women and health, maintains a calendar of upcoming conferences on women's health, summarizes presentations to Roundtable sessions, and highlights federal legislation and regulations with special importance for women. *Report* subscriptions are $15 for individuals, $10 for students and $25 for institutions. Single copies of the December 1980 issue are available at $.50. The Women & Health Roundtable, a project of the Federation of Organizations for Professional Women, is located at 2000 P St., NW, Suite 403, Washington, DC 20036.

Back Issues of *On Campus With Women* Offered for Sale

A selected group of 20 back issues of the Project's newsletter, *On Campus With Women,* published between 1973 and 1980, is now available while supplies last in a specially designed packet at $15. (Unfortunately, not all issues are available.) The newsletter, over the years, has addressed a variety of topics of concern to women in higher education, and may be of interest to historians, researchers and librarians.

The Visual Arts Through the Eyes of Women

The substantial contributions women have made as art critics, translators of documents, and art historians have received little attention in the few existing accounts of the development of art scholarship. The collective biography, *Women as Interpreters of the Visual Arts, 1820-1979,* explores for the first time the contribution of women to the criticism, scholarship, and interpretation of the visual arts, tracing women's participation in the study of art in England, America, and on the continent from 1820-1890, 1890-1930, and 1930 to the present. Edited by Claire Richter Sherman with Adele M. Holcomb, the 512-page volume may be ordered at $35 from Greenwood Press, 88 Post Rd. West, Westport, CT 06881.

History and HERS: Balancing the Curriculum

Higher Education Resource Services (Project HERS-New England) is compiling a directory of all programs designed to integrate material on women into the regular, core, introductory, or general education undergraduate curricular course offerings. (This is not a project to identify women's studies programs, but to identify projects which seek to introduce material on women into other course offerings, e.g., Western Civilization.) If your institution, organization or professional group has such a program, please contact HERS-New England, Cheever House, Wellesley College, Wellesley, MA 02181.

Bibliography on Women

An annotated bibliography on women in the U.S. describes publications available from the federal government. Published in 1980, the listing includes a variety of documents covering areas such as employment, education, health, law and statistical data sources. The bibliography, SB-111, entitled *Women,* is available free from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

First There Was *Ms.;* Now There Is *M.*

A collective effort, the nationally distributed quarterly *M. Gentle Men For Gender Justice* lists as its goals the discussion of issues important to changing men; the affirmation of a healthy, life-loving, non-aggressive masculinity; and support of the network of men and women struggling to end sexism. Now in its second year of publication, the journal is a project of the Regional Young Adult Project in San Francisco. Included among the articles, letters, poetry, reviews and photo essays is an ongoing directory of men's groups and resources nationwide, including some groups which are campus-based. The regular subscription rate for 4 issues is $8 for individuals, $16 for institutions. Orders may be sent to *M.*, Box 313, 306 N. Brooks St., Madison, WI 53715.

Lend A Hand, Become A Project Associate*

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 17,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federal bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. We need your participation to continue our free services. This guaranteed readership assures the broadest possible impact on the thinking of people in higher education, including those who are still lukewarm to the issues of women.

We ask you to join in our work by becoming an Associate of the Project. Your contribution of $15, $25, $50, $100 or more will help bridge the gap between law and substantive change. The Association of American Colleges is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Checks should be made payable to **Association of American Colleges.**

*The Project extends special thanks to all who have contributed to our efforts thus far

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YES, I want to help women achieve true equality in higher education. I want to become an Associate of the Project. I enclose my contribution of: ☐ $15 ☐ $25 ☐ $50 ☐ $100 ☐ Other $ _____

ON THE MOVE? WISH TO RECEIVE OUR MATERIALS?

Did you know that the Post Office does not forward third class mail? When your address changes *OCWW* cannot follow unless you give us notice. If you have moved recently, or wish to be on the Project's mailing list, please fill out this form carefully, and check the appropriate box. Don't forget to include the information relating to your organizational affiliations and/or special interests relating to women in education. For example, it would be helpful to us to know that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters.

Finally, please let us know how you use our materials and how we can better meet your needs.

Name _____

Title _____ Institutional Affiliation _____

Address _____ City _____ State _____ Zip _____

Area Code _____ Telephone _____

Other Affiliations, Activities, and/or Special Interests re Women in Education _____

Check if this is: ☐ an address change or correction
Or if: ☐ new addition not currently on Project mailing list

Comments: _____

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